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ABSTRACT

Describing a developmental model and efforts during the first year of a three to five year plan to develop an experiential program in Harrison District #2 (Colorado) patterned from Outward Bound, this report concentrates on five major areas of concern. A section on developing a support structure describes activity-based workshops, during which teachers and administrators were introduced to concepts of experiential and environmental education, and reveals plans for future involvement of staff and parents. Discussion of faculty development centers on in-service training workshops for teachers and staff, which promote team-building, and presents objectives and aspects which seem to be essential to their success. An outline of current efforts in curriculum development centers on resource centers, documentation and evaluation, brainstorming, and curriculum development courses. A discussion of skills training includes activities and techniques used in outdoor events and reveals plans for future workshops and seminars. The report on pilot programs emphasizes the primary objective of demonstrating feasibility, and lists 10 features which a pilot program should test. A final section attributes the initial success of the model to be the successful commitment of influential administrators and the emphasis placed on both planning and program skills. (JD)

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A Report to the
El Pomar Foundation
November 5, 1976

EXPERIENTIAL EDUCATION IN HARRISON DISTRICT #2: THE FIRST YEAR

A PROGRAM DEVELOPMENT MODEL IN PROCESS

Harrison District #2
Colorado Springs, Colorado
1973-1976

by Steven Truitt
Colorado Outward Bound School

RC 012448

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ACKNOWLEDGMENTS

First in 1967 and then again in 1970, 1973, and 1976, the El Pomar Foundation made grants to the Colorado Outward Bound School to develop programs for young people in El Paso County, adapting the concepts of Outward Bound in the school and community setting. Without these grants, the development of such far reaching programs as have been realized would not have been possible. Outward Bound, along with the institutions that it has become associated with in El Paso County, is deeply indebted to the generosity and confidence symbolized by this support.

We are also indebted to all those administrators, teachers and Outward Bound leaders who worked so hard and so long to pioneer programs in District #11, programs that have broken trail and opened doors for those who have followed. Names that come immediately to mind are Austin "Jack" Dempsey, "Rusty" Baily, Jim Koons, Frederick "Rick" Medrick, Mike Lowe, Jim Kielsmeier, Vic Walsh, Dr. Robert Godfrey, Dr. Thomas Dougherty, Dr. Calvin Frazier, Dr. George Dalgleish, Dr. Ron Walden, Dr. Bill Dean, Jim Itell, and of course Dick Robinson. The dedicated teachers who worked to plan and implement the programs are too many to name here, but several stand out as leaders throughout the development of the project: Ron Gager, Gary Fornander, Mark Buswell, Sam Dunlap, Larry Friedricks, Peggy Fuhr, Bill Hart, George Hart, Peter Hokanson, Bob Mann, Mel Matis, Laurie Mohler, John Morris, Nancy Pardee, and Roger Schoenstein, to mention but a few.

Harrison District #2, the subject of this report, is one of several projects that have sprung up in the Colorado Springs area in the wake of District 11's successes. I wish to express appreciation to a great many Harrison educators for their efforts, in particular to Dr. Lionel Robertson, the Assistant Superintendent of Instruction, and Dr. Dan Jendral, now Title Program director, for their vision and determination in seeking to develop a district wide K-12 program. Special recognition is owed to the more than forty teachers and principals who remain active in the district program and continue to lend personal commitment to the cause of experiential education in Harrison District.

Last, but certainly not least, I want to express appreciation to the many people from District 11, the Colorado Springs Community, and Outward Bound who have expressed interest and provided expertise in planning, curriculum development, and program design. Special thanks go to Dr. Don Kesselheim, Gary Fornander, Nancy Pardee, Peter Hokanson, Chuck Lacy and the Air Force Academy High School P.E. staff, the El Paso County Parks and Recreation Division, Dr. Tom Gilpen of the University of Colorado School of Education, and participants in the Outward Bound/C.U. Masters of Education Program. Most of all I am indebted to Joe Nold, President of Colorado Outward Bound, for his guidance and inspiration during the entire course of the project.

Harrison District is a small school district located in southern Colorado Springs, north of Ft. Carson and east of the Broadmoor Hotel. It has one high school--Harrison High--three Junior Highs--Carmel, Panorama, and Gorman--and seven elementary schools. The district draws a large portion of its students from Ft. Carson families. In the past, racial tension has presented a serious problem, breaking out in violence in the 1974-75 school year at several of the secondary schools. The drop-out level at the high school is in the neighborhood of 20%. Given these circumstances and the fact that the district faculty is relatively young, it is not remarkable that, in general, teachers and administrators are quite open to alternatives to traditional educational programs.

It was Dan Jendral, then District Social Studies coordinator, who late in 1973, first put Harrison District in touch with the Colorado Outward Bound School. During the next year and a half, he worked to acquaint other administrators with the concept of experiential education by means of an Outward Bound sponsored weekend retreat and an OB educators' river course in the summer of 1975. It was as a follow-up to the latter that district administrators asked for an Outward Bound involvement, and in September of 1975, I was assigned to the district as a Project Center consultant. During the month that followed, Joe Nold, President of Colorado Outward Bound, and I met with Dan Jendral and Lionel Robertson, Assistant Superintendent of Instruction, to discuss the future and direction of the project. From these meetings there emerged a list of basic assumptions that were meant to provide a guideline for the development of a district-wide program.

A. <u>District Policy Level Assumptions</u>:

1. Experiential education should be an integral part of the district's educational program.
2. It must express the goals, concerns, priorities, and resources of the district.

3. It is seen as an alternative educational method and process that will complement existing educational programs.
4. It should be introduced at all levels, kindergarten through grade 12.

B. Administrative Level Determinations:

1. Planning for program development should involve all constituencies of the school district; faculty, principals, district administrators, board members, parents, and students.
2. An action-centered goal setting plan must be developed involving a cross section of the school community in experiential activities, information gathering, team building, and pilot program experimentation. It could well take a year before loyalties can be developed, energy levels tested, and a realistic set of goals established.
3. The time frame for significant institutional change needs to be seen realistically as three to five years. A three year development plan needs to be devised.
4. The Outward Bound consultant has two roles, that of a technical expert in the area of planning and training, and that of a process person; concerned as much with how things are done as with what is done, maximizing the involvement of a wide cross-section of the school community, having access to all levels.

C. School Policy Level Assumptions:

1. The individual school is the basic organizational unit for institutional change.
2. To absorb experiential programs, the school will eventually need to develop the flexibility to provide for basic organizational changes such as rescheduling, differentiated staff assignments, and the reallocation of resources, teacher time, and materials.

D. Faculty Level Determinations:

1. Institutions change only as people change. This is particularly true in such a decentralized and highly individualized profession as education.
2. An elitist view of staff development must be avoided. There needs to be a commitment made to involve all those who wish to be involved.
3. Faculty development needs to progress on several different levels: entry level training for consciousness raising and information dissemination, curriculum development to expose teachers to already existing experiential models and to provide the opportunity to develop an original program consistent with our own circumstances and objectives, organizational and planning skills, and basic outdoor and group skills for those who intend to use the outdoor environment.
4. Faculty development should be seen as being sufficiently important to warrant use of school time.
5. Whenever possible, training should enhance the teacher's professional standing, either through the granting of in-service credit or, where training programs can be developed in conjunction with a teacher training institution, graduate credit.

E. Curriculum Assumptions:

1. Outward Bound or outdoor experiential education is not to be seen as a program to be imitated, but as an educational process and value system to be integrated into ongoing programs.
2. Experiential education stresses not only cognitive academic learning, but also affective goals such as self-confidence, group interaction, assuming leadership and responsibility, decision making, social concern, and spiritual awareness. The educational concept is that of the whole person.

3. New curriculum will need to be developed that exploits the enhanced learning opportunities of experience. This will involve an exploration of inter-disciplinary studies and methods of integrating the academic with the experiential.
4. Sequential models need to be developed in each academic discipline and at each grade level; K-12.
5. Special emphasis needs to be given to the involvement of students who would not normally identify with experiential activities by reason of physical, economic, social, or cultural differences.
6. "Add on" programs are not a long range solution. Experiential programs must be shown to be more effective than existing programs to justify the replacement of less effective ways of teaching.
7. Experiential education should act as a catalyst for the re-examination of educational goals and assumptions.

In late October, 1975, a district experiential education committee was formed, consisting at first of four secondary teachers who had been participants in the 1975 Teacher Practicum. This group joined forces with the five year old Elementary Environmental Education Committee and set to work to build a wider base of support.

In the first year, membership in the combined committee rose to as many as forty and the leveled off at about thirty active teachers. It has been this "core group" that has been most actively involved in goal setting, planning, and evaluation of the program as it has grown. The focus of their work thus far has been building a base of support in the school community and testing feasibility. The following description of their developmental model and of their efforts to actualize their goals during the last year is divided into five sections: A Support Structure, Faculty Development, Curriculum Development, Skills Training, and Pilot Programs.

A SUPPORT STRUCTURE

In an attempt to reach as many colleagues as possible in a short space of time, the District Committee began planning in November, 1975, for two weekend retreat-setting workshops. The goal was to introduce large numbers of teachers and administrators to the concepts of experiential and environmental education in activity based workshops involving, among other things, some first hand experience.

Secondary Experiential Education Seminar

The first workshop, held in December at Shady Brook YMCA Camp, was attended by over fifty secondary teachers and principals. Joe Nold and Don Kesselheim conducted the cognitive planning and brainstorming sessions, and six core group teachers, aided by Outward Bound instructors, led participants in initiative exercises, hikes, an orienteering session, and a short rappell. The program was rounded out with presentations made by a number of the leading experiential educators in the state.

The workshop was a successful ignition device. Despite the fact that much of the long range planning that went on was over the heads of many of the participants, some of whom had come with little or no previous knowledge of experiential education concepts, the program was enthusiastically received.

Elementary Experiential/Environmental Workshop

The second workshop, held in January, 1976, again at Shady Brook Camp, was attended by about forty elementary teachers. Representatives from Outward Bound, OBIS, The Forest Service Environmental Education Program, and the National Audubon Society conducted action-oriented seminars. Participants practiced initiatives in small groups, and on the last day activities included hiking, orienteering, ropes course, and a short top-roped climb and rappell. Most importantly, participants became acquainted with the Harrison District 5th and 6th grade

experiential education program which involves over 580 fifth and sixth graders from six out of the seven elementary schools in week-long residential programs.

All in all, the workshop was a success and, as was the case with the secondary seminar, the enthusiasm that was generated has carried over.

On the other hand, neither of the workshops were attended by a single school board member. Only one parent and just a few principals participated. So, while the workshops were successful at creating an awareness in the educational community in general (this is evidenced by the granting of an $8,000 budget for experiential education in 1977 by the district budget committee) there are several important constituencies that they did not reach.

Many parents are becoming interested now that student programs have begun, and they are responding enthusiastically to the involvement of their children in E.E. activities. A number of principals have been drawn into the "informed" circle by means of faculty workshops held in their schools. A board presentation is being prepared by members of the district committee.

In addition, plans are being made for a third Shady Brook Retreat, a School Board/Principal/Parent Advisory Council Workshop to be held in early 1977. This workshop will be planned and conducted by the combined district committee.

FACULTY DEVELOPMENT

As the individual faculty is seen as the basic unit of change, it was necessary that at some point in the development of the project, the emphasis shift from the building of support within the district at large to team building at the faculty level. Experience in other projects has shown that all of the conviction and energy the newly ignited teacher can muster is not enough in itself to produce a lasting change. Any number of programs have been undercut by alienation resulting from premature implementation.

Initially, teachers must be willing to divert a good part of their enthusiasm from 'planning and doing', and apply it to a process of informing. It is conceivable that eventually careful documentation and evaluation will suffice in this function, but in the ignition phase, some sort of active team building approach is needed.

In Harrison District, an already existing in-service structure presented an opportunity for afternoon workshops involving an entire faculty and staff. In the first year of the project, four experiential in-service workshops were conducted, three with secondary faculties and one at an elementary school, resulting in an involvement of over 150 teachers. In the second year, the workshops are being conducted at other schools and the concept is being expanded with the testing of new models with an eye toward the development of a continuing in-service program. At the same time, many of those teachers who have become involved in the planning and implementation of these workshops have gained skills in working with adult groups and in articulating experiential concepts and thus represent a growing resource within the district. One expectation is that "in-service teams" will be developed that will be capable of conducting special half-day workshops in schools throughout the Colorado Springs/Denver area.

As the concept begins to mature, a progressive series of workshop models is emerging. These can be roughly divided into Phase I, Phase II, and Phase III workshops.

The Phase I, or introductory workshop, is designed first of all to provide an entire faculty with a common base of understanding and experience, and secondly to provide an opportunity for involvement in planning, curriculum development, or, if there is any, in program. Students are released from school following lunch, and teachers meet either in the building, on the school grounds, or at some other predetermined location. Typically, the workshop consists of group activities (i.e., simple initiative exercises and follow-up discussions), led either by trained Harrison district teachers or Outward Bound personnel, and some sort of cognitive presentation.

The initiative exercises are chosen with the relative age and anticipated receptiveness of the faculty in mind. Resistance may occur if the tasks chosen are seen as too physical or "silly". The presentation portion of the program consists of an articulation of experiential education concepts by the principal, a district administrator, a teacher or the Outward Bound consultant. Oftentimes, films or slides are used to supplement the verbal presentation. Usually the time frame is two and a half to three hours and the workshop closes with a short brainstorming session and a written evaluation.

The objectives of the Phase I workshop can be summarized as follows:

1. To provide the entire faculty with a common base of understanding of the basic assumptions and premises of experiential education.
2. To expose every member of the faculty to a series of basic experiences that will give a personal ground to this understanding.
3. To make the faculty and administration aware of examples of implementation elsewhere and the efforts of those who are working within the school to develop experiential programs and curriculum.
4. To open the door for those who may be interested in becoming involved either directly or indirectly in the planning and implementation of these programs.
5. To demonstrate and practice several examples of experiential methods that can be used by teachers in and around the school building.
6. To facilitate a faculty team-building experience; presumably one that will stimulate better communication and cooperation within the faculty and between teachers and the administration.
7. To provide an in-servie alternative for the future which is both stimulating and fun.

To date, five Phase I workshops have been conducted in the district. They have differed primarily in the degree to which core group teachers at the various schools have relied on Outward Bound support in planning, implementation, and evaluation of the programs.

At Panorama Jr. High the impetus for conducting a Phase I in-service workshop came from the principal and a group of teachers who had attended the Secondary E.E. workshop in December 1975. Racial violence during the preceeding school year and an acknowledgment of the potential for another outburst in 1976 provided the rationale for the exploration of alternative educational strategies. A team teaching structure, a small faculty, and a number of activity periods built into the daily schedule provided a flexible environment within which limited innovation might be effected.

Three teachers and the principal planned the half-day workshop which was conducted in the school building. Outward Bound instructors led two groups in simple initiative exercises and group discussions in the school gymnasium for an hour and a half, following which teachers assembled in the library to brainstorm in small groups.

Participants evaluated the workshop favorably and indicated that they would welcome future experiential in-service afternoons. The core group of active teachers at the school expanded and continues to expand, but slowly. A student OB river course was coordinated by Panorama teachers, and a number of innovative experiential uses of activity periods were developed, including down equipment making and uses of initiative and trust exercises with racially integrated groups of students. A core group is making preparations to run pilot programs in the near future.

At Harrison High School only a small number of teachers had attended the December Secondary workshop, and only one had participated in the Outward Bound Teacher Practicum when planning began for an in-service workshop. This group decided that the faculty was not yet ready for an activity-based workshop, and planned instead an afternoon of film and slide presentations. The large faculty (65) met in a classroom for a three-hour seminar. Presentations were made by the Mitchell High School Senior Seminar and the Outward Bound river program.

Evaluation responses were positive and indicate that the faculty would now be receptive to a full scale initiative exercise workshop. Participation in E.E. activities has since increased and the High School Committee has become more active in involving students in programs, in particular a girls' initiative exercise, ropes course, and hiking P.E. class, and the Outward Bound River Program, but as yet there has been no real enthusiasm for developing a school program on the part of the faculty as a whole, and no real commitment from the administration.

At Carmel Jr. High, the three teachers who planned and conducted the first in-service workshop had participated in the Outward Bound Teacher Practicum in 1975, and a large group from the faculty had attended the December workshop. The Carmel principal had been on the 1975 Educational Administrators' OB River Course and was highly supportive of an in-service program.

Two half-day workshops were held at the El Paso County Parks and Recreation Division Trail Center. Activities included initiative exercises, group discussions, film presentations by Mitchell High School Senior Seminar and Washington Irving Jr. High, and a final brainstorming session. Small groups were led by core group teachers, and a rationale for experiential education was articulated by a district administrator. Evaluation responses were extremely enthusiastic.

During the year following the Phase I workshop at Carmel, involvement in the district committee by Carmel teachers has increased substantially. Five teachers participated in the 1976 Teacher Practicum Course and more than half the faculty has participated directly or indirectly in short pilot programs with students and an Outward Bound Student River Course. A core group of teachers is now planning a full scale pilot program.

Two teachers from Stratmoor Hills Elementary School took the initiative to plan and conduct the first experiential in-service workshop with an elementary faculty. Several Stratmoor Hills teachers have been leaders in the Elementary E.E. Committee and its environmental education programs. Principal support was strong and the workshop was a success. The model was basically the same that has been

employed in previous workshops--initiative exercises in the gymnasium accompanied by a verbal presentation.

Gorman Jr. High has traditionally been uninvolved in the district program due largely to a conspicuous lack of administrative support. A change of principals in 1975 opened the door for a faculty workshop which was subsequently planned and conducted by members of the Secondary Committee from Carmel Jr. High with Outward Bound support. The forty-six member faculty met at the El Paso County Parks and Recreation Division Trail Center to participate in initiative exercises, group discussions, and slides of the 1975 Carmel Student OB River Course. Evaluations showed a very positive response to the workshop, and efforts are underway to include Gorman students and faculty in pilot program planning and in the District Committee.

Thus, the first phase of the in-service faculty team building program has been encouraging. In retrospect, there are several aspects that each of these workshops have shared that seem to have been essential to their success. They are:

1. It is essential that participants understand the rationale behind the workshop. They must not be allowed to feel that the program is designed to "sell" them on the idea, or to recruit them into the program. It is understood that many teachers will never choose to don a backpack and "head for the hills". It should be made clear (and subsequent workshops should emphasize) that experiential education can happen in the city or in the classroom as well as in the wilderness.
2. Those who conduct the in-service should expect that while the program will further the cause of experiential education in their building, the most outstanding success will be in the team-building aspect of the workshop. Experience has shown that the novel opportunity of coming together with fellow teachers in an activity-based setting is in itself a very powerful experience for a faculty. It is this personal

and professional relevance that makes experiential activity an attractive model for future workshop programs.

3. The Phase I in-service should be seen as an introductory, information disseminating, and question raising workshop. As a follow-up, it is essential that some sort of sounding of feasibility and support in the faculty be actuated. In as much as it is possible, major decisions and long range planning should involve the entire faculty and administration. Regular faculty meetings and special meetings of interested teachers can provide a limited forum for this communication, but the most convenient and effective approach to accountability and the further cultivation of intra-faculty support is a continuing in-service program.

In 1976, several new activity models have been developed and are being tested as Phase II, or "second dose", workshops.

First Aid Workshop

A half-day demonstration and practice in-service in basic first aid skills, in particular those that are applicable to accidents that are likely to occur in the classroom or in the home. Bleeding, stopped breathing, and shock are discussed in addition to poisoning, snake bite, burns, and basic emergency procedure. Two in-service workshops in first aid have been held, one at Carmel Jr. High School and another as one of three optional in-services in a district-wide in-service day. Both were coordinated and conducted by a Carmel administrator who is also a medic with the Colorado National Guard.

Ropes Course Workshop

As an option on the in-service day held in the Fall of 1976, a half-day workshop in the use of a ropes course was conducted by the Physical Education staff of the Air Force Academy High School

at the AFAHS ropes course. Participants worked with selected pieces of apparatus with an eye toward exploration of various applications of the ropes course to the needs of students and groups.

A Phase III workshop has yet to be held in the district, but the consensus of E.E. Committee members is that an Academic Curriculum Workshop is the next logical step. Such an in-service might explore various experiential curriculum models in operation around the country (Foxfire, Project Adventure, Walkabout, Senior Seminar, Forest Service Environmental Education, OBIS, etc.) and would include brainstorming in departmental groups.

As the Harrison project develops, the in-service concept may become less important as a tool for entry at the building level and the building of support in an individual faculty, but it seems probable that the experiential workshop will remain important as an effective team-building tool and a forum for intra-faculty communication.

CURRICULUM DEVELOPMENT

Outward Bound is confident in its ability to enthuse and ignite educators, and by means of Teacher Practicum Courses, Administrator and Teacher River Courses, and weekend workshops we have done a good job of it in Harrison District. Perhaps we have even done it with a better organized and more organic approach than we have employed before. But we are not yet so competent or confident in providing models for implementation of programs. The model programs that we can point to are helpful, but most are designed for a special population and call for a structure separate from that of the mainstream school.

We have little in the way of a curriculum model to offer a district determined to develop a K-12 curriculum in experiential/environmental education. At best we can pull together a number of guides, handbooks, articles, and resource people in an attempt to piece together a curriculum. The finished product must be horizontal in that it represents a K-12 progression of skills and personal growth, and vertical in that

it describes ways in which academic concepts from each discipline and at each grade level can be integrated and taught experientially.

This task represents the greatest challenge to the Harrison District core group to date and the next logical step in the development of the district program. In the meantime, add-on and weekend programs will comprise the bulk of the activity.

Current efforts in curriculum development center around four strategies:

1. Resource Centers:
   Work is underway to develop materials files and resource libraries at each school, and a district resource center in which documentation and evaluations can be collected and made available to everyone.
2. Documentation-Evaluation:
   Teachers are being encouraged to take the time to document all that they do, whether it be a wilderness course, and urban experience, or an imaginative application of experience to the teaching of an academic concept. In the case of major activities, written and verbal evaluations are standard. In some cases pre and post-testing has been done in addition to a written evaluation.
3. Brainstorming:
   In brainstorming sessions, elementary and secondary teachers have been attempting to pull together materials and ideas to create a series of experiential curriculum guides, a program planning guide with all of the necessary forms, and a comprehensive safety system and district safety policy.
4. Curriculum Development Course:
   Plans are underway in cooperation with Dr. Tom Gilpen of the School of Education, Colorado University, Colorado Springs, to develop a special course in experiential curriculum development. Teachers who enroll will receive either one or two hours of University credit. The course will begin with

an all-day session of presentations and papers delivered by resource people from a number of the major experiential programs in the country. Evening classroom sessions conducted by Dr. Gilpen will round out the program.

SKILLS TRAINING

A series of all-day Saturday workshops has been designed and is being conducted in the Colorado Springs area for the development of basic experiential and group skills. Among those already held have been an Advanced First Aid and Safety Workshop in which participants practiced techniques for the treatment of serious injuries and discussed strategies of search, rescue and evacuation.

Two Initiative Exercise and Debriefing Workshops were held, one with elementary and one with secondary teachers, in which the theory and application of initiatives was discussed and a number of types of exercises were identified and representative exercises practiced.

A Reconnaissance Workshop was held in which backpacking, camping, and reconnaissance skills were practiced, and program planning and safety systems were discussed.

A Ropes Course Workshop was also conducted with an emphasis on developing skills in various applications of ropes course equipment with an eye toward the construction of a ropes course in the district later in the year.

Others still on the drawing board include: a Grant and Proposal Writing Workshop, an Urban Workshop, a Grasslands Workshop, a Women's Course, and a week-long Ropes Course Building Workshop. In addition, several secondary teachers will be attending a Seminar on the Senior Seminar conducted by Outward Bound and Colorado University's Master of Education students in anticipation of possible funding of a Title IV program at the Jr. High School level.

Further training opportunities will be made available through continued scholarship support to teachers who wish to attend the OB Teacher Practicum and another on River Course. It is also conceivable that recent efforts to better coordinate the resources of the Outward

Bound Program School and Project Center will open the door to the involvement of a small number of teachers in OB instructor training programs.

PILOT PROGRAMS

At the end of the first year of the Harrison Project it is satisfying to note that, for the most part, things are developing according to schedule. When, in December of 1975, the District Committee prepared its three to five year plan, it was hoped that by the beginning of the second year teachers from a number of schools would feel competent enough and well enough supported by faculty and administration to plan and run simple pilot programs with students. Aside from the obvious benefits to the students who would participate in them, the primary objective of pilot programs is seen to be the demonstration of feasibility.

A pilot program should test:

1. administrative and faculty support.
2. the flexibility of existing structures and budgets.
3. the ability of the faculty to provide the necessary classroom academic support for the field experience.
4. financial, equipment, and human resources.
5. the ability of the coordinating teachers to plan and to involve students in planning and preparation for the experience.
6. the ability of the coordinating teachers to instruct and lead a group in experiential activities.
7. emergency preparedness.
8. receptivity of the student population to an experiential program.
9. effectiveness of an experiential program in promoting personal and group growth in participating students.
10. effectiveness of experiential teaching and learning.

Ideally, a number of different program models and learning environments should be tested with experimental programs. One day, weekend, and week-long time frames should be considered. Classroom, mountain, grassland, historical and urban environments may all be explored.

In Harrison District, teachers at Carmel have led the way in Pilot Program implementation. Phase I and Phase II in-service workshops have set the stage for the needed faculty and administrative support. A large group of Carmel teachers has been involved in a number of one-day mountain and urban pilots. In November, 1976, five Carmel teachers and one teacher from Harrison High School will lead an Experiential Backpacking Weekend. Thirty-five Carmel students and five Harrison High students along with teachers from the four secondary schools and several parents will backpack, cook and camp for three days in the mountains surrounding Shady Brook YMCA Camp near Deckers, Colorado. All participants (adults and students) will participate in food planning and pre-course academic study in geology, Rocky Mountain history, journal writing, astronomy, ecology, orienteering, and plant and animal life of the area.

The goals of the workshop will be:

1. to test the pilot program model.
2. to demonstrate feasibility to all constituencies.
3. to provide a planning model that other schools in the district can emulate.
4. to obtain feedback from students, teachers, and parents.

Other schools are planning programs for the Spring of 1977. These may include experimental small-scale environmental education programs for kindergarten-fourth grade students in and around the school.

CONCLUSIONS

The success experienced in the first year of the program development model described on the preceeding pages is due to a number of identifiable factors. First among these is the commitment and direct involvement of several influential administrators at the district level. Their insistence that the program be implemented at all levels, K-12, has provided for a continuity of planning and action that has resulted in a more holistic approach to program and curriculum development than has been typical in other projects. Secondly, an emphasis on developing both planning and program skills within the district has resulted in a minimal dependence

on Outward Bound, and a conscious effort to include as many as possible in the goal setting process has given the program firm roots within the educational community.

It is important that this open approach of informing and evaluating be continued and that the necessary systems be developed within the district to support the growing numbers of teachers who are interested in furthering the concept of an integrated program. Much work needs to be done in curriculum development and most of it will have to come from committed teachers working on their own time. Other resources need to be drawn upon more consistently for assistance in inventing academic models, in particular District 11, Colorado University, and the El Paso Parks and Recreation Division.

Coordination of the district program is an area that deserves some attention at this point. Dan Jendral has a new job and less time to devote to the leadership of the District Committee. Ideally, a full or part time position needs to be created. This person could serve both as coordinator of the district program and an experiential resource teacher.

The program development plan calls for experimental pilot programs to be run during the first year at the same time that the faculty development and support building programs are being continued and expanded. All indications point to our being right on track. These programs will become models for dissemination and at the same time provide the opportunity for teachers who have struggled long and hard at creating a fertile atmosphere for experiential education to begin to make happen what they have been working toward all along--experiences for students.

Following the pilot program, or the demonstration phase, the real work will begin. It is at this point that all constituencies will need to sit down together and examine all that has happened, and finally decide where and how far to go with the concept. This will represent a culmination of the goal setting process and a major test of the support structure. If experiential education receives a green light here, real district programs will need to be designed and tested. All of the curriculum development, planning, and program skills that have been amassed to that point will be called upon to create model programs and put them to work at all levels.

Problems involving equipment, transportation, staff time, safety systems, and other policies, and organizational structure will need to be met head on by teachers and administrators alike.

A three year timeline might not call for this sort of broad dissemination until well into the second or third year, but priorities of the core group should include early preparation for it. We have seen many cases around the country of this whole process having been accelerated drastically by the funding of a Title proposal or an immediate receptiveness on the part of an influential principal or other administrator. The crucial difference is that in most cases the resultant programs are designed for a special population or a single school. In Harrison District we are aiming at an eventual integration of experiential education into an entire district and at all levels, thus progress is likely to be slower and more tedious.

It may be that a program at an individual school will receive outside funding (several proposals have been written), but our contention is that this in itself does not represent a long range solution. Our efforts must be focused on institutional change and programs that are a result of priorities defined by and accepted by the educational community as a whole. For it to be successful and effective, for it to be lasting, a district program must come from the district--it must represent the district's educational priorities, philosophies, and needs.

APPENDIX A

OUTWARD BOUND INVOLVEMENT IN HARRISON DISTRICT HISTORY

1. 1974 Estes Park Experiential Education Conference
   Dan Jendral, then the Social Studies Coordinator for the District, attended and became interested in developing programs in Harrison.

2. Administrator's Retreat: January 14, 1975
   Shady Brook YMCA Camp / Bob Godfrey

3. 1975 Teacher's Practicum
   Seven Harrison District teachers participated in Colorado Outward Bound Teacher's Practicum Courses.

4. 1975 Educator River Trip: August 12-16
   Six Harrison District Administrators participated in Colorado Outward Bound School's Educator River Course, CR-16, on the Green River.

5. District Experiential Education Committee
   A series of planning meetings were held in the Fall of 1975 with a core group of interested teachers and administrators.

6. Secondary Experiential Education Workshop: December 5, 1975
   Fifty teachers, principals, and administrators participated in a weekend retreat at Shady Brook YMCA Camp involving cognitive seminars and outdoor activity. Brainstorming sessions set the course of the District Committee through the Spring of 1976.

7. Evaluation Planning Meeting: December 15, 1976
   A committee representing elementary and secondary teachers and administrators met at the Administration Building to evaluate progress and to construct a Spring calendar of workshops.

8. Elementary Environmental/Experiential Education Workshop:
   January 30, 31 and February 1, 1976 - Shady Brook YMCA Camp
   Forty Elementary teachers participated in a weekend workshop conducted by the Elementary E.E. Committee. The agenda included presentations and seminars by OBIS, the Audobon Society, the Forest Service and Outward Bound.

9. Carmel Jr. High In-Service Workshop: February 9 and 10, 1976
   El Paso County Park and Recreation Division Solar Heated Trail Center
   Two half-days of in-service planned and conducted by members of the Carmel staff who had participated in the 1975 Teachers' Practicum. The workshops involved forty-five teachers, custodians, cooks and staff in initiative exercises and presentations made by District #11 teachers.

10. Formation of the combined Elementary-Secondary Experiential/Environmental Education Committee: February 23, 1976

11. Budget: March, 1976
    A 1977 District Budget Proposal submitted to the District Budget Committee.

12. Panorama Jr. High School Faculty In-Service Workshop: March 3, 1976
Twenty-five teachers participated in an afternoon workshop in the school gymnasium conducted by Outward Bound instructors.

13. Gorman Jr. High Faculty Meeting: March 17, 1976
An experiential education presentation was delivered to the faculty and staff at Gorman during regular faculty meeting.

14. Ropes Course/Initiative Exercise P.E. Class: Spring Semester, 1976
A girls' P.E. course taught at Harrison High School.

15. Harrison High School Faculty In-Service Workshop: April 14, 1976
Sixty-five teachers attended a half-day seminar on experiential education.

16. Reconnaissance Workshop: April 16, 17, and 18, 1976
Fifteen teachers participated in a weekend of backpacking, camping, and reconnaissance. The emphasis was on safety and emergency preparedness.

17. Stratmoor Hills Elementary School In-Service Workshop: April 21, 1976
Forty teachers, custodians, cooks and staff met in the gymnasium for a half-day of initiative exercises and information. The workshop was planned, conducted, and evaluated by members of the Elementary E.E. Committee.

18. Elementary Environmental Education Programs: April-May, 1976
Over 580 5th and 6th graders were involved in five-day residential programs at Shady Brook YMCA Camp.

19. Title IV Proposal: May 1, 1976
Dan Jendral and the Secondary Committee submitted a proposal for a three-year alternative education program at Harrison High School. The program was not funded.

20. Evaluation/Planning Workshop: May 8, 1976
Twelve members of the District Committee met for a day-long evaluation and planning session. A tentative Fall, 1977 Calendar was established.

21. Outward Bound Student River Trips: April-May, 1976
Eighteen students and three teachers from Panorama Jr. High, eighteen students and three teachers from Carmel Jr. High, and twenty-eight students and three teachers from Harrison High School participated in five-day white water rafting/academic Outward Bound Courses on the Yampa and Green Rivers in Colorado and Utah.

22. 1976 Teachers' Practicum: Summer, 1976
Thirteen teachers from Harrison District received partial scholarships from Outward Bound and went on the 23-day Colorado Outward Bound Teachers' Practicum Course.

23. Harrison District Teachers' River Course: August 10-14, 1976
Twenty Harrison District teachers participated in a special 4-day Outward Bound River Seminar on the Green River.

24. Administrators' River Course: July, 1976
Four Harrison District administrators and their wives participated in a special four-day river seminar on the Green River.

25. 1977 Budget: Fall, 1976
The District Budget Committee granted approximately half of the requested budget for 1977.

26. Secondary Ropes Course/Initiative Tests/Debriefing Workshop:
October 2, 1976 - Air Force Academy High School Ropes Course
Members of the Secondary Committee met for a day-long Saturday workshop in Ropes Course, Initiative Exercises, and Debriefing techniques. Sessions were conducted by the Air Force Academy High School P.E. staff and Outward Bound personnel.

27. Carmel Jr. High School/District First Aid Workshop: October 8 & 9, 19
On Friday, October 8, forty-five members of the Carmel faculty met in the school cafeteria for a half-day in-service workshop in basic first aid conducted by Tony Barros, a medic with the Colorado National Guard and Dean of Students at Carmel.
On October 9, members of the Experiential Education Committee met at the El Paso County Parks and Recreation Division Trail Center for an all-day workshop in first aid, search and evacuation techniques and emergency preparedness. The sessions were conducted by Tony Barros and Outward Bound Staff.

28. Gorman Jr. High In-Service Workshop: October 13, 1976
Carmel Jr. High teachers led forty-five Gorman teachers in initiative exercises and informal discussion about Carmel's programs and prospects for Gorman.

29. Pilot Programs: Fall, 1976
Carmel Jr. High began to plan and implement small scale day-long and weekend programs in mountain and urban environments with students. Panorama began to build sleeping bags in Home Economics classes in preparation for similar pilots.

30. In-Service Workshop Day: October 21, 1976
Four secondary principals offered experiential options to teachers who would not be attending a workshop required for English and Social Studies teachers. The one-hundred and fifty teachers not involved could attend either a first aid workshop at Gorman Jr. High or a ropes course workshop at the Air Force Academy High School.

31. Elementary Initiative Exercises: October 23, 1976
Members of the Elementary Committee met at Palmer Park for an all-day session in the theory and applications of initiative exercises, writing exercises, and low ropes course apparatus.

UPCOMING WORKSHOPS

1. Pilot Program Workshop/Backpacking Weekend: November 12, 13 & 14, 1976
   Carmel teachers will lead patrols of Carmel students together with teachers, parents, and administrators on a three-day weekend of backpacking, outdoor academics, and camping. The emphasis will be on planning, safety, and methods.

2. Stratton Meadows Elementary School In-Service Workshop: November, 1976

3. Centennial Elementary School In-Service Workshop: December, 1976

4. Fall Evaluation Planning Meeting: December, 1976

5. Curriculum Development Workshop: January, 1977
   Part of a one or two credit hour Colorado University course.

6. Parent/Principal/School Board Workshop: January-February, 1977
   A weekend retreat at Shady Brook YMCA Camp to be funded by the District.

HARRISON DISTRICT #2 EXPERIENTIAL EDUCATION

(notes from the Shady Brook Seminar; December 5,6 and 7, 1975)

I. RESEARCH DEVELOPMENT

A. Campgrounds/ Other public sites/ Backpacking areas
/ El Paso County Park and Recreation Mountain Facility
/ National Parks- National Forests- BLM/ Lost Park
/ YMCA (Shady Brook)/ Private Camps
/ Nature Trails- Braille Nature Walk/ Ranger Interpretation

B. Resource Institutions/
1) Ft. Carson- Colo. Springs/ Equipment/ other services
2) U.S. Air Force Academy- Colo. Springs/ Equipment, Ropes course/ Other Services
3) High Trails
5) School District #11- Colo. Springs/ Instruction, Consulting, Literature and materials/ Experiential Education Resource Center
6) Rocky Mountain Rescue
7) Police and Fire Departments
8) Outward Bound- Denver/ Staff Development/ consulting
9) Downtown Businesses
10) City Government/ DA / City Recreation- Parks/ Libraries

C. Parents as Resources:

D. Teachers as Resources:

E. Students as Resources:

F. Development of a Harrison District Experiential Education Resource Center

1) Full Time Staff? Centrally Located.
2) Publications and Materials.
3) Equipment Pool
4) Research, evaluation, District Coordination
5) A variety of curriculum, media, and informational services

II. COMMUNITY RESOURCES

A. Human Resources: How can we involve people with skills and "ride" on their expertise? Teachers/ Businessmen/ Community leaders

1) University Faculty: EPCC/ CC/ CU/ DU/ also in conjunction with faculty development and in-service training.

2) Government: Police (Wasson High School: two policemen counsel and teach philosophy of law enforcement)
Lawyers/ DA: Tour of courthouse/ Mock trial
Tour of jail
Fire Department:
IRS:

Army/ Air Force: equipment Loan/ Rocketry/ Tours
El Paso Search and Rescue:
Buena Vista: Canyon City
Adult Forensic Center/ Halfway Houses/ Treatment Centers:
Ft. Logan Mental Health Treatment Center:
Health Department: Alcohol/ Drug Abuse/ VD
Hospitals: Tours/ Programs Emergency Aid
Dept. of Interior:
Dept. of Agriculture; Conservation
Game Fish and Parks Dept.:
State Historical Society

3) Businesses: Insurance: (St. Paul Fire and Marine work with OB)
Banks:
Sporting Goods: (help with equipment purchasing)
Any Business may be helpful in Urban curriculum programs;
Involves parents who operate businesses.
Chamber of Commerce
Silva Compass Co.

4) Local Clubs: Rotary/ Lions/ DAR/ Kiwanis/ Soroptomists/ Elks/ Moose/ American Legion/ etc.

5) Teachers from other Schools:
Mitchel: Gary Fornander, Mark Buzwell
AFA HS : Chuck Lacy
Wash. Irving : Peter Hokanson
Wasson :
North Jr.H: Roger Schoenstein
Lakewood HS : Rocky Kimball/ Mark Honesty
Denver East: Emil Ziegler/ Junior Weed
Colo. Springs Sch: John Pitman
Fountain Valley :

6) Outward Bound Personel: 303-837-0880/ Denver
Joe Nold- President, Gary Templin-Director, John Evans -Program Director:
Other Staff: Steve Truitt, Al Brown, Gary Simonson, Bob Godfrey, Jim Kielsmeyer, Vic Walsch, Don Kesselheim, George McLeod

7) Others: Newspaper and Television/ Radio
BOCES
Collectors: Coin/ Bottle/ etc.
Volunteer Services:
Roger Louden: Career Ed.

B. Natural Resources

1) Parks: National/ State/ City/ Playgrounds, Picnic Areas, Campsites

2) Back-Country Areas; Trails- Wilderness Camps

3) Lakes, Rivers, Glaciers: Frozen ponds/ Confluence of Monument and Fountain Creeks (one stream polluted, one clear)
4) Local Forests: Plant identification/ Tree diseases/ Trails/ Wildlife
5) Garden of the Gods; Geology

C. Community Service:

1. Trail building, servicing.
2. Work for elderly; Snow clearing, etc.
3. Mountain facility maintainence; cleaning, insulation, etc.
4. Trash clean-up
5. River clean-up and beautification

III. FIELD RESOURCE FACILITIES

A. Camps: Used as retreat/ seminar settings, training areas, base camps for student programs, etc.

- Shady Brook Camp
- Rocky Mtn. Mennonite Camp
- Farm Land/ Prairie east of Colo. Spr.
- Elephant Rock- Palmer Lake
- Turkey Creek Ranch-, Ft. Carson
- Prospect Lake
- Girl Scout Camp
- Rock Creek Canyon
- Cripple Creek- St. Elmo- other Ghost Towns
- Arkansas River- Cotoputi, Canyon City and Salida
- Bar Camp (Bar trail)
- Palmer Park
- Lost Park
- National Park and National Forest Lands (with permits)
- Park and Recreation Department of Colo. Spr.:
  - Garden of the Gods
  - Cheyenne Camp
- El Paso County Park and Recreation Facility

B. Other Facilities and Areas:

- USAFA HS Ropes Course
- Garden of Gods
- Cheyenne Canyon
- City Parks
- Ski Broodmoor, Pikes Peak and Monarch Ski Areas
- Municipal and Broodmoor Ice Rinks/ Roller Skating Rinks
- Public Swimming Pools
- Pikes Peak
- Fine Arts Center
- Deaf and Blind School
- Colorado State Hospital
- Rocky Mtn. Rehab. Center
- Zeb. Pike Detention Center
- Morrison, Buena Vista, and Canyon City

C. Field Resources
- Outward Bound
- School District #11 (teachers and resource center)
- Ft. Carson
- Colo. Spr. Historical Society
- National Science Foundation
- High Trails
- City Rec. Dept.
- American Orienteering Service
- Rocky Mtn. Rescue
- Community Volunteers
- Park and Forest Service Rangers
- Parents
- Teachers

IV. Faculty Development:

A. Elementary School Exp. Ed. Seminar (January)
- Shady Brook/ 3 days.
Develop elementary models- work toward a K-12 approach to experiential Education.

B. Involve Gorman Jr. High School:
- work toward school committee structure
- District coordination via District Committee

C. Conference on the Jr. High:
- Outward Bound Sponsored/ Seminar Format/ In Fall of 1976/
- in Colorado Springs Area/ Statewide participation

D. Outward Bound Teachers Practicum:
- 23 day course in Marble Colorado/ Summer of 1976
- up to 15 partial Scholarships available to District #2 Teachers from Outward Bound- Contact Steven Truitt.

E. Fantini:

F. Skills Development:

- Reconnaissance/ Skills Training Workshop at Shady Brook/ March?
- Training by Outward Bound Staff in recon. skills and camping, backpacking/cross-country skiing, and field interpretation skills.
- Also some seminar- Shady Brook may serve as base camp for a multi-day reconnaissance expedition- survey of an area's program potential

- Environment Workshops:
  1) Mountain Workshop
  2) Grasslands Workshop
  3) Urban Workshop

-- Curriculum skills Training by outside resource personnel.

C. Staff Development at the Building Level:

-One day in-service workshops/ informational and experiential.
- Staff Participation in Jr High and High School River Trips and Pre-trip academic programs.
-Staff participation in implementation of Spring Pilot Programs.
-Teacher Participation as resource in Pre-Pilot academic and planning work.(curriculum)

H. Administrative Support:

-Documentation: Proposals and post- course reports to Administrative personnel. Presentations to School Board, Administration, PTC, etc.

- Involvement of Administrators, School Board Members and Parents in planning and implementation of programs and in planning and training sessions or workshops.

- Administrative Renewal:

V. SAFETY

A. District-wide Safety Policy./ District Safety Program at work in all experiential programs.

- Standardized equipment specifications, accident report forms, first aid training qualifications for field staff, emergency procedures, etc.
- bad weather contingencies
- complete lists of emergency contacts and rescue organizations
- adequate reconnaissance of all program areas
- notification of and procurement of necessary permits from appropriate authorities.
- adequate insurance
- competant staff/ field staff certification/ skills training
- adequate equipment- with back-up
- adequate clothing lists
- standardized permission and medical forms when necessary
- adequate first aid kits and supplementary materials
- comprehensive evacuation plans to include program planning
- proper supervision of high risk activities
- maintainence and repair of equipment
- Annual Safety inspections (equipment and policies)
- SAFETY REVIEW

B. Safety Instruction:

- involvement of Students in Safety planning for programs and in handling of injuries and emergencies.
- adequate explanation at outset of programs of all Safety systems and contingencies.

- First Aid instruction as a part of experiential Programs
- familiarization with safety equipment and proceedures accompanying each activity.
- development of a SAFETY CONSCIOUSNESS.
- stress the extreme safety measure in every case!!!
- make sure that each student understands the nature of the program before he begins,
- De-brief safety - debrief the part played by each student in an emergency.

C. Safety preparedness:
-planning
-training
-equipment: prepare for the maximum- the extreme
-physical fitness
-sanitation
-instruction
-awareness

D. Safety Policy Making:

- input from all levels of faculty, students and administration
- comprehensive but not paranoid- a help rather than a hindrance
- must be predictive and preventive- not after the fact.
- must be subject to frequent evaluation

E. Professionals:
- hire experts when the activity and risk is beyond the experience and competence of available staff.

VI. EVALUATION

A. Programs show progress through evaluation and documentation.

B. EVALUATION PROCEEDURES must be designed to be useful to:
1) Students
2) Teachers (both those who are involved with the programs and their colleagues)
3) Administrators
4) School boards
5) Parents

C. Why Evaluate?
1) To uncover: failures, successes, needed program changes, progress of individuals, changing attitudes and receptiveness to learning.
2) As a form of documentation of progress and validity of programs. As an aid toward gaining acceptance and support among students , teachers, parents and in the community.

3) To allow students to see themselves as a part of a total program.

L. Evaluation Proceedures:

1. Goals must be developed so that students, parents, administrators, etc., understand motivation of sponsering teachers.

2. Evaluations and conclusions drawn from them must be accompanied by detailed descriptions of the programs being evaluated; thier goals, planning, safety precautions, sources, and the details of their implementation.

3. Methods

a) Pre-test (as in Tenn. Self Concept, Kelly and Baer Behavior Scale, etc:
- self- concept
- relationships with others (social attitudes)
- feelings in general (about school, etc.)
- current skills
- relationships with parents and siblings

b) On-going evaluations:
- Journals: (possible use in academics)
  Student self evaluation.
- 6 mo. letter to himself:
  Student writes feelings and perceptions of growth in letter. 6 months later he recieves the letter in the mail.
- Personal Interviews:
  Conducted by teacher or outside interviewer.
- Group De-briefings:

c) Post Evaluation:
- Post-test (ditto of pre-test)
- Questionaires-written evaluations
- Program Evaluation by Parents, teachers and students
- faculty evaluation and report (documentation)

VII. BUDGET:

Budget Categories	Cost or Resource
A. In Service Training -faculty development -curriculum development (and materials)	Outward Bound
B. Materials -books, papers, pamphlets - film rental -paper, postage, phone bills, etc.	

C. Equipment:
- back packing and camping gear — 20 sets @ $150 : $3000
-ropes course — or (frost-line, self constructed;
-first aid equipment — 20 sets @ $75 : $1500)
-climbing ropes and equipment?

D. Facilities:
-camps
-permits

E. Food- Staples: — $3.00/ student/ day
20 students: $60/day

F. Insurance:
-for students and teachers
-for vehicles

G. Substitutes:
-release time — $24/day

H. Transportation:
-bus
-van rental — -$150/day
-vehicle purchase — -$3000
-private vehicle
-gas and insurance

I. Evaluation Materials :
-tests
-journals

J. Maintainance:
- Equipment
- storage
- repair-renovation
- vandalism
- inflation

K. Promotional Materials:
- film
- P.R.
- Brochures

L. Outward Bound Teachers Practicum:
-District Scholarships — -$150-$300/ teacher
OB Scholarships

M. District Coordinator:
-Salary
-expenses

N. Resource Center:
_space
-staff and materials

VIII. FUND RAISING

Chinese Auction
Slave Auction
Car Wash
Window washing
Movies
Recycling paper
Recycling bottles
Recycling aluminum
Walk-a-junk-a-thon
School Souveniers(buttons, shirts,etc
Carnivals
Car Tune-ups
Newspaper ads
Work Force
Lawn or snow removal work
Sports events- tournements
Melodrama- Community Play
Marathons- walk/run/pick up trash
Talent shows (teachers?)
Fashion Show
Odd Jobs

Millionaire club
Arts and Crafts
Dress up days
Dances
Plant Sale
Licence Plate Drive
Car Bash
Sales
Candy
Magazines
Records
Garage
Raffles
Dinner Club Booklets

Suppers (chili!)
Bingo
Christmas cards
Candles
Bumper stickers
White Elephant

Donations
GRANTS
Budget Requests

IX. EQUIPMENT

Catalogues are available that offer good equipment at discount prices. Extra discounts are often available to Educational institutions.

Buy good equipment- equipment that will last and do it's job.

Good equipment is essential to the success and safety of experiential programs. Some down equipment can be bought cheaper unassembled.

Buy equipment according to needs, i.e., in a logical order.

A district equipment buying plan and equipment check-out plan makes good sense. Most equipment can be rented in Denver or Boulder. Ft. Carson May make some available to us.

When buying equipment keep in mind that it may be used in extreme conditions. Buy the best equipment for the extreme.

Consult Dennis Jackson at Harrison or Outward Bound Staff for help.

The district already owns some equipment. This should be inventoried and made available for programs.

DISTRICT 2 OUTDOOR EDUCATION RATIONALE

GENERAL OBJECTIVES OF OE:

a) to increase every student's awareness of self-worth and develop trust in himself and others
b) to stimulate thinking
c) to foster the skills of acquiring knowledge, both formally and experientially
d) to involve the students and staff inexperiences appropriate to their individual needs
e) to relate educational skills to the problems of today's society

SPECIFIC RATIONALE FOR OE CONCEPTS:

a) to facilitate learning of 1) life systems and 2) man's impact on them
b) to facilitate learning of the physical processes 1) at work on earth and 2) in the universe
c) to expose students to uses of the outdoors as a vehicle for constructive recreation
d) to facilitate learning of group problem solving techniques

SPECIFIC RATIONALE FOR OE OUTCOMES:

a) to stir awareness and curiosity in the student for the outdoor environment
b) to develop insight into the reality of natural life processes, clarifying myths about natural processes
c) to develop a valve system in students base on the principle of harmonious interaction within the environment involving:
    1) awareness of the impact of the outdoors on man
    2) awareness of man's integral part in his environment
    3) to develop the feeling of individual well-being in the outdoors
d) to foster proper use of, respect for and knowledge of the environment; a sense of love for our land and all living things
e) to develop a realistic appreciation of the dangers inherent in the outdoors
f) to develop an individual attitude that can cope with challenge

Finally it should be remembered that Outdoor Education is not <u>one</u> subject; it is a medium of education with applications for a large number of subject areas.

Outdoor Education Teaching Concept Areas - the following is a list of subjects, definitely not complete or definitive, which correspond to the Rationale for Outdoor Education Concepts listed above.

A1 Life Systems: biomes - life zones; interdependency in nature; food chain - food pyramid; Ecological succession; life cycles and sequence; Population dynamics; adaptation; biological needs for life support; natural selection, etc. . .

A2 Man's Impact: conservation; preservation; pollution; natural resource uses; Land use; attitudes and actions toward life systems--an historical view, etc. . .

B1 Earth Science: physical variables and consistencies; meteorology; climate; geology; optics; effects of living organisms on earths physical properties; hydrology; gravity, etc. . .

B2 The Universe: astronomy; astrology; effects of sun, moon, planets on the earth

C Recreation: hiking skills; campcraft; snow sports; tracking and stalking; orienteering; fishing and hunting; mountaineering; water sports; lost skills; photography; outdoor arts and crafts; nature observation; rock-hounding; natural collections, etc. . .

D Problem Solving: life simulations; logic problems; team-building tests; endurance activities, etc. . .

Attitude Building Activities: acclimatization; sensory exploration; endurance activities; structured social interaction situations; structured individual responsibility situations, etc. . .

From this listing (plus possible additions) lesson plans and programs can be developed to teach these concepts both in classroom and outdoor learning situations.

SUGGESTED PROGRAM PLANNING CONSIDERATIONS FOR OUTDOOR EXPERIENCES IN HARRISON DISTRICT

I. RATIONALE:
- A. Goals: What are the goals of the project? (in broad educational terms)
- B. What are you specifically trying to accomplish?

II. PARTICIPANTS:
- A. How many students will the program involve?
- B. How will they be selected?
- C. For what grade level is the program designed?

III. STAFF:
- A. Who from the faculty will be along? Who will be in charge?
- B. How are these personell qualified? Are they trained in first aid? What special areas of expertise do they bring with them?
- C. Will there be other resource or support staff along (Forest Service, Community resource, Outward Bound, Ft. Carson, etc.)?
- D. What roles will each staff member play in the total program? In case of an emergency?

IV. LOCATION:
- A. Where will the course be based? If mobile, where will it go?
- B. Has the area been reconnaissanced? Are maps available?
- C. What permission, permits or registration are required? What, if any, are the costs? What regulations govern camping, boating, firebuilding etc.? Is water Available?
- D. What program facilities are available?
- E. What are the safety factors? Telophones nearby? Evacuation routes? access by road? Airplane? Helocopter?

V. EMERGENCY PREPAREDNESS:
- A. Are the staff qualified to handle emergency situations?
  - -1st. Aid training. Rescue training.
- B. What are our SAFETY SYSTEMS?
  - -Safety Policy: How does it apply to each activity?
  - -Qualified Staff
  - -Pre-teaching and on-course instruction preceeding and during each activity.
  - - Supervision: Can each activity be adaquately supervised by available staff?
  - - Emergency Contingency: Does each staff member fully understand his/her responsabilities and roles in the event of an emergency?
- C. Reconnaissance:
  - -What dangers are we likely to encounter? (avalanche, rockfall, spring snow, dehydration, hypothermia, heat exhaustion, lost student, lost party, broken bones, head injuries, blisters, etc.)
  - -What is our access? What are the nearest emergency contacts? (nearest rescue group, ambulence, helocopter, hospitals, sherriff, highway patrol, police, fire department, poison control, etc.)
  - -Where is the nearest phone or radio?
  - -How can we be reached?
- D. Emergency Equipment:
  - -First aid equipment (first aid kits for trail use and more complete kits for major injury)
  - -Evacuation Equipment: Stretchers. Evacuation Vehicles.(4-wheel drive?)

E. Emergency Contacts:
-Are staff in possesion of numbers and locations of nearest emergency aid contacts? (rescue units, ambulence, helocopter, state patrol, police, sheriff, hospital, etc.)
-Are Staff in possesion of numbers of emergency contacts at home? (school administrators, parents anf physicians of students, etc.)
-Are there emergency contacts at home who are familiar with the location, itinerary, and safety system of the program?

F.Contingencies:
Have we thought out and are staff familier with contingencies for; accident, illness, inclement wheather, lost student or patrol, and emergency at home?

VI. TRANSPORTATION:

A.How will students and staff be transported to and from the course? (school bus, commercial transport, private cars, parents)
B.Are vehicles, drivers and participants insured during transport?
C.What will transportation cost?

VII. FOOD:
A.How many meals? How many to feed?
B.What facilities will we use for cooking? (stoves, oven, open fire, aluminum pots, dutchovens) Who will do the cooking?
C.What is the menu? Must we buy some dehydrated meals?
D.How much will food cost? Who will buy it? When? Where? (discounts?)
E.Will it be necessary to bring water?
F.How can the students be involved in food planning, pricing and buying?

VIII. EQUIPMENT:
A.Group equipment:
-Cooking equipment; stoves, pots, utinsels, scrub pads, soap, etc.
-Shelter; tents, tarps, etc.
-First aid and emergency equipment; (see above)
B. Individual equipment:
-Clothing: clothing list appropriate for terrain. activities and both favorable and inclement wheather.
-Adaquate footwear
-extra and reccomended items: toilet articles, raingear, writing paper, books, flashlights, etc.
-A clear definition of what should not be brought by students (items provide by program) and those things which are discouraged (radios, tape recorders, cards, etc.) or prohibited (drugs, alchohol, fire-arms and fireworks, etc.)
C. Group Equipment: Sources
- What equipment is needed? Do we have it or can we rent it? How much will it cost to rent, or if it is necessary to buy, how much will it cost? Discounts? Could we order kits and have students make equipment?
- What are our priorities in equipment buying?
- Is there money in building equipment funds? District? Can the students be expected to contribute? What about fund raising?
- How much equipment do the students own themselves?

IX. INSURANCE:
A. Under what policies are students and staff covered in transport? While on the course? Are they adaquate?
B. If more insurance is necessary, where can we get it? At what cost?

C. If we are adaquately covered, what constraints are we under? Parent Permission slips? Medical Forms? Administration approval? PTC Approval? School Board Approval?

X. SUBSTITUTES:

A. If the program involves time away from the classroom substitutes may be necessary. Is it possible to do without them? Could another teacher cover? A counselor? An administrator?

B. Are there substitute funds available at either the building or district level?

C. If substitutes must be hired, what will be tha costs to the program?

XI. BUDGET:

Estimate and itemize:

A. Equipment Costs _____ (rental, purchase, repair)

B. Food Costs _____ (discounts?)

C. Transportation Costs _____ (bus, vans, driver(s), gas)

D. Insurance Costs _____

E. Substitute Costs _____

F. Costs or Fees for use of facilities _____

G. Curriculum Materials _____

H. Miscelaneous _____ (film, tape, odds and ends)

TOTAL BUDGET: _____

XII. FUNDS:

A. Is there money available from existing budgets? Building? District? Experiential/Environmental Education Committee?

B. What grant monies are available? Who can we apply to?

C. How much can the students be expected to contribute?

D. How much can the students earn through organized money making projects?

XIII. COURSE OUTLINE:

A. What specifically do we want to do? What process objectives do we have? What academic objectives do we have?

B. How can we design a course that will reinforce classroom acadamia? Can we involve other teachers in pre-course academic work?

C. Can we build some sort of service project into the course?

E. How do we want to follow-up the course? Projects? Papers? Presentations?

F. What is the agenda? (dates, times, locations, staff involved, safety precautions, specific activities)

G. How does each activity fit into the total program? (in terms of timing, process, pace, academic learning, skills, etc.)

H. Have we provided sufficient alternatives? What are the contingencies for bad wheather or misjudged timing? How flexible are we? Have we left room for changes due to data recieved from an in-coure evaluation?

XIV. PROPOSAL MAKING:

A. Who must approve the project? How far in advance?

B. Proposals might include film or slide presentations. All should begin with a clear, complete written proposal. This might include:
1. Goals and objectives/rationale
2. Summary description of project
3. Academic Curriculum:
-Pre-course preperation (mini courses, in class work, project research)
- Detailed course outline (dates, times, staff, skills to be taught)
- Post-course follow-up
4. Outline of Emergency Preparedness
5. Location, number of participants, Staff, Transportation, food, Insurance, etc.
6. Budget
7. Method of evaluation and documentation

C. Approval by Administration and School Board if necessary.

XV. IMPLEMENTATION:
A. Pre-course: involve students, parents, other teachers and resources from the community.
B. In-field: (pilot program) (documentation)
C. Post-Course: completion of projects and related assignments, academic follow-up, evaluation.
D. Course reporting, staff evaluation, replanning

XVI. EVALUATION:
A. In-course evaluation
-debriefing in small groups
-evaluative activities designed to give redirection to course
B. Post-course evaluation (oral and/or written)
C. Staff evaluation and report: filed for referance, insurance, and aid in future planning (should include complete documentation of any injury, illness, inclement wheather or other irregularity).
D. Reccomendations: for future courses of the same nature or at the same location.

XVII. Documentation:
A. Movies, slides, exerts from journals, evaluations, course reports, tape recordings, interviews, copies of proposals and planning details,
- audio visual presentations make good student projects (photo-essays) and can be helpful in public relations and future proposals.
-Written planning and evaluation documentation is essential for the growth and dissemination of the program; useful as a planning model for others.

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This planning outline is by no means complete. Planning elements listed here may be unnecessary in some cases and others may be added in others. Here are a few final considerations which apply to all programs:
-Is our Safety program adaquate? Is it specific enough to insure the safety of our students and yet flexible enough to allow creativity?
-To what degree can we involve our students in the planning process?